

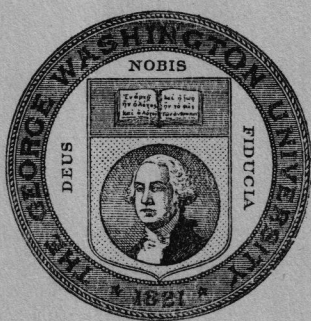
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REPORT OF THE PRESIDENT

1915-16



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REPORT OF THE PRESIDENT

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GEORGE WASHINGTON UNIVERSITY

Report of the President

WASHINGTON, D. C., December 31, 1916.

TO THE CHAIRMAN OF THE BOARD OF TRUSTEES:

SIR: I have the honor to present herewith my report upon the affairs of the George Washington University for the academic year 1915-16 which ended August 31, 1916, to which is added a brief mention of the events occurring in the history of the University up to the date of this report.

The prescribed courses in the various departments of the University were carried on last year until the annual commencement June 7, 1916. The maximum registration in all departments for the year was 1973. The largest number of students in attendance at any one time was 1772. These numbers show a decided increase over the numbers of any previous year.

The distribution of the students in the various departments of the University up to the time of the Annual Commencement, giving the maximum registration in each case was as follows:

DEPARTMENT OF ARTS AND SCIENCES

School of Graduate Studies.....	115	
Columbian College.....	699	
College of Engineering.....	231	
Teachers College.....	152	
	<hr/>	
	1,197	
Duplicates.....	3	1,194

Professional Schools

Medical School.....	149	
Dental School.....	126	
Law School.....	424	699
	<hr/>	

REPORT OF THE PRESIDENT

Associated Colleges

National College of Pharmacy.....	48	
College of Veterinary Medicine.....	65	113
		<hr/>
		2,006
Duplicates.....		33
		<hr/>
		1,973

The teaching staff of the University for the same time was as following:

Teaching Staff

(Omitting Faculties of Associated Colleges)

In many instances members of the Teaching Staff give only part time to the University

Professors.....	81
Associate Professors.....	9
Associates.....	9
Assistant Professors.....	19
Lecturers and Instructors.....	84
Assistants and Demonstrators.....	32
	<hr/>
	234

These tables do not include the registration of the Summer School of the University which was established during the summer of 1916 and which consisted of the following registration:

Arts and Sciences.....	166
Medical School.....	36
Law School.....	64
	<hr/>
	266

The residential building No. 2017 G Street adjoining the Main University Building on the east was purchased during the year. This building was enlarged by the addition of an extension in the rear and re-modeled so as to provide four large class rooms which have been needed and which met the demand for additional space caused by the increased registration. Offices for instructors were also provided on the third floor of this building.

The removal of a class room in rear of the Library of Arts and Sciences gave an opportunity to make an extension of the reading room of this library, which was equipped with modern library tables and desks and very convenient individual desk lights. The increased use of this reading room is an evidence of the desirability of the changes and improvements.

Although properly a matter for the present academic year, I will further mention that the continually increased demand for facilities and space, added to its general desirability, caused the Trustees to purchase very recently additional adjoining property to the west, represented by the dwelling house No. 2027 G Street with its yard in the rear. This will be fitted for special University uses later in this year.

Contributions to the University funds were received from various sources during the past year as follows:

Prizes.....	\$75.00
Maintenance.....	5,925.00
Buildings and Grounds.....	3,676.27
Furniture.....	40.00
Restoration of Cutter Fund income.....	75.14
Geology laboratory.....	74.01
Total.....	<u>\$9,865.42</u>

Endowment funds were received as follows: Alumni Professorship of Mathematics Fund, \$746.09; Theodore J. Mayer bequest for the Hospital, \$4,078.95, a total of \$4,825.04. The payments on the mortgage debt were made during the year to the amount of \$5,300.00, leaving the mortgage debt at the close of the year \$31,152.50. This does not include the non-interest bearing deed of trust on the Medical property of \$323,430.23 which covers the liability to the principal of the endowment fund as shown by the Treasurer's report. This sum has been the subject of investigation and revision by the Finance Committee and Counsel of the University, duly approved by the Board of Trustees and the deed of trust has been corrected to meet the amount just given.

During the past summer a continuation school to which I have already referred was inaugurated from June 26 to August 4,

a period of six weeks, which was confined to the Departments of Law, Medicine and Arts and Sciences. The total enrollment was 266 which was encouraging under the circumstances and for the first year. The Director of the Summer School reports that "the work given was thorough, being quite up to the standard of that given during the regular session, the attendance was excellent, and a wholesome spirit of coöperation pervaded both faculty and student body." It is expected to continue this school from year to year, developing its scope and resources.

The reports of the various Departments for 1915-16 shows a general improvement in enrollment, entrance requirements and standards of teaching. Appended to this report will be found interesting reports from the Deans of the Departments of Arts and Sciences, of Graduate Studies and of the Law School.

As the space generally afforded by this publication will not permit the printing of the reports of the other Deans and the Librarian, I will present a brief synopsis of their contents.

The Dean of the Columbian College, which college is naturally and properly the main school of the University, reports an enrollment during the year of 699 students. The outlook for the present year, 1916-17, gives reason to believe that there will be a continued increase in the total enrollment for Columbian College. The large number of special students enrolled in this College has been dwelt upon in former reports. Their attendance upon certain lectures and courses brings to us a similarity to some of the European Universities, supplemented as this is in many cases by research work in the School for Graduate Studies, for which by Act of Congress, facilities are available in the different departments of the general government at Washington. In the Columbian College there were last year 434 men and 262 women. "Sixty-five per cent of the students were employed in outside pursuits and were paying their own way through college. This number includes a large registration from the Government Service, teachers in the public schools, and a considerable number of other students who have temporary employment as a means of meeting their Col-

lege expenses. They are in general relatively mature and earnest students well prepared for the College courses."

The College of Engineering offers courses in four lines of work, Architecture, Civil Engineering, Electrical Engineering and Mechanical Engineering.

The students in this College for the year can be classified as follows:

Former students of the College of Engineering.....	126
New students.....	100
Students previously registered in other departments of the University.....	5
Total.....	231
Number of men.....	227
Number of women.....	4
<i>Candidates for Degrees</i>	
Bachelor of Science in Architecture.....	20
Bachelor of Science in Civil Engineering.....	54
Bachelor of Science in Electrical Engineering.....	26
Bachelor of Science in Mechanical Engineering.....	36
Special students.....	95
	231

There has been a steady augmentation of late years in the enrollment in the Teachers College which is a testimony to its increased efficiency. The students in this school are almost entirely women. The total registration for 1915-16 shows the student body to be: Men 7; Women 146. The following table classifies the students as to their employment:

Teaching.....	108
Government service.....	5
Home making.....	8
Stenography.....	1
Library work.....	1
School nursing.....	1
Unemployed.....	29
Total.....	153

Practice teaching was done in the Demonstration School conducted in St. John's Church Orphanage. Work in obser-

vation was done, as heretofore, in the public schools of Washington.

The Medical School of the University includes in addition to the Medical School, the University Hospital, Medical Dispensary and the Training School for Nurses.

The number of regular Medical students enrolled for the session 1915-16 was 141, and special students 8, a total of 149. There were six women students enrolled during the year. There has been a steady increase in the number of matriculants under the existing requirements in the last three years. Dean Borden reports that the fluctuation in the size of the student body and variation in the sizes of the classes, due to change of entrance requirements, makes the conduct of the Medical School difficult.

"Difficulty is also encountered," he says, "through the constant change of requirements for equipment and teaching demanded by the Council on Education of the American Medical Association. It is unfortunate that a permanent basis for admission and teaching has not as yet been reached so that the Medical School can be normally conducted according to some fairly fixed standard. The steady increase in matriculants under existing requirements indicates that an adequate student body can be obtained if a standard entrance requirement can be established and continued but so long as the entrance requirements are being changed, the fluctuation in total numbers and decrease of matriculants with each increase of requirements, is bound to occur."

* * * "The annual income from the University Hospital, the Medical School and the Dental School combined, was sufficient to meet all expenses."

Seventeen nurses were graduated from the Training School for Nurses at the annual Commencement in June, 1916.

A number of repairs to the Nurses' Home were made by the Board of Lady Managers during the year. This Board also paid \$500.00 on the trust upon the Nurses' Home and \$300 was paid from the Hospital funds, leaving a balance due on the Nurses' Home Building of \$9662.50. I must here testify to the generous and self-denying exertions of the Board of

Lady Managers who have done so much to keep the Hospital in its excellent condition.

The Dental School of the University has adopted the four year course in accordance with the requirements of Class A Dental Schools as agreed upon by the Dental Educational Council of America on July 24, 1916. This will naturally have the effect of reducing the number of matriculants for the coming year of 1917-18, but in the end will have a satisfactory effect upon the Dental School and its general standing.

Improvements and additions have been made to the equipment of the laboratories and dental dispensary, which have been required by the increased number of students enrolled.

The report upon the Law School by its Dean will be found appended to this report. This school is second in point of enrollment among the schools of the University. It has continued to maintain its high reputation in its standards of instruction and in the scholarship of its students.

The associated colleges of Pharmacy and Veterinary Medicine have maintained standards sufficiently high to justify our annual award of degrees to those who have met the requirements of their curriculum. Their graduates have as a rule passed the examinations of the State Boards of Pharmacy and also the Civil Service Examination for entrance into the government service as veterinarians.

The Library of the Department of Arts and Sciences has received during the year ending August 31, 1916, 1222 additional volumes. Of these 551 came by purchase, 601 by gift and exchange and 70 by binding.

There is now in this library as follows:

Bound volumes.....	30,326	
Unbound.....	10,759	
	<hr/>	
Total.....	41,085	41,085
In the library of the Law School.....	7,102	
In the library of the Medical School.....	3,476	
	<hr/>	
In the University libraries.....	51,663	

A distinguishing feature of the year in this department was the loan by the American Institute of Architects of their valuable collection of 1063 volumes including many portfolios of plates and drawings. The conditions upon which this loan to the library was given, including cataloguing, etc., are being complied with as rapidly as possible.

The following degrees were conferred by the University during the year:

At Midwinter Convocation on February 22, 1916

Doctor of Civil Law.....	1	
Bachelor of Arts.....	4	
Bachelor of Science in Civil Engineering.....	1	
Master of Laws.....	1	
Bachelor of Laws.....	12	
Doctor of Dental Surgery.....	5	24
	—	

At the Annual Commencement, June 7, 1916

Bachelor of Arts.....	51	
Bachelor of Science in Chemistry.....	2	
Bachelor of Science in Medicine.....	2	
Bachelor of Science in Architecture.....	1	
Bachelor of Science in Civil Engineering.....	4	
Bachelor of Science in Electrical Engineering.....	5	
Doctor of Medicine.....	27	
Doctor of Dental Surgery.....	21	
Bachelor of Laws.....	54	
Master of Laws.....	10	
Doctor of Pharmacy.....	15	
Doctor of Veterinary Medicine.....	12	
Civil Engineer.....	1	
Mechanical Engineer.....	3	
Master of Science.....	5	
Master of Arts.....	17	
Doctor of Philosophy.....	6	223
	—	

Honorary degrees as follows:

Doctor of Letters.....	1	
Doctor of Science.....	1	
Doctor of Divinity.....	1	3
	—	

Total for the year.....		250
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The great needs in the way of appropriate buildings for the University are a Law School Building and a Science Hall. The Law School is now placed in the upper stories of the New Masonic Temple which does not afford the accessibility, space or convenience required by the numbers in attendance upon this important department of the University.

The Trustees have authorized a movement to raise funds to purchase a site and erect a building properly constructed and arranged for the purpose of a modern Law School with its well equipped library. This should be dignified in its character and architecture, fire proof and of a size sufficient to meet fully the wants of the School. There are funds now in possession of the Treasury, given or acquired upon conditions which allow their use for the purpose just indicated. These available funds amount at present in cash and securities to \$21,242.73. Additional cash and pledges are on hand amounting to \$10,960.00. It is hoped that additional subscriptions and efforts will be made by friends of the University to raise the minimum sum of \$100,000 to purchase a site and erect the Law School building desired.

The need for a Science Hall, fire proof in construction is at least equally great. The Chemistry laboratories of the Department of Arts and Sciences are so over-crowded that we have been obliged for that cause to withdraw students from certain laboratory instruction. A Science Hall, properly endowed, should be placed near the other buildings of Arts and Sciences and should combine other laboratories now scattered in buildings not fire-proof or built for such purposes.

The income received from the tuition fees of the students and its modest endowments is used almost entirely for salaries, wages and the general up-keep of the University and its equipment. When new buildings are wanted special appeals have to be made to the community for whose advantage the University exists. It is to be hoped that the communal spirit of Washington, somewhat dormant at present, can be aroused to an extent to enable the University to expand properly with the growth of its enrollment and the increasing needs of the institution. The requirements of the University should be

considered every year as a legitimate demand upon the income of every intelligent and public spirited citizen.

In closing I wish in behalf of the University to express a high appreciation of the members of the community who have contributed by money and service to the success of the University. They are not very great in number, but they are great in public spirit and in many cases self-denying in its exhibition. Such men and women live up to the full demand of American citizenship and afford an example to others who from one cause or other fall short in unselfishness in the civic standards of the day and of the nation. I am

Respectfully

CHARLES H. STOCKTON,
President.

TO THE PRESIDENT OF THE UNIVERSITY:

DEAR SIR: I have the honor to submit the following report in regard to the Department of Arts and Sciences for the session of 1915-16.

The enrollment was as follows:

	<i>Men</i>	<i>Women</i>	<i>Total</i>
Graduate School.....	91	24	115
Columbian College.....	440	259	699
College of Engineering.....	227	4	231
Teachers College.....	9	143	152
	<hr/>	<hr/>	<hr/>
	767	430	1197
Duplicates.....	3		3
	<hr/>	<hr/>	<hr/>
	764	430	1194
Candidates for a degree.....			792
Special students.....			402

The undergraduate students were divided between day students and afternoon students as follows:

	<i>Men</i>	<i>Women</i>	<i>Total</i>
Day students.....	181	185	366
Afternoon students.....	494	220	714
	<hr/>	<hr/>	<hr/>
	675	405	1080

A comparison of the total enrollment and of the enrollment in Arts and Sciences in the six years since 1910 shows the following results.

Comparison of Enrollment

YEAR	STUDENTS IN UNIVERSITY	STUDENTS IN ARTS AND SCIENCES	PER CENT IN ARTS AND SCIENCES
1910-1911	1277	681	53.3
1911-1912	1270	733	57.7
1912-1913	1347	778	57.8
1913-1914	1611	905	56.2
1914-1915	1790	1047	58.5
1915-1916	1973	1194	60.5

The average attendance in classes and the distribution of the students in the several divisions of the Department are shown in the following table:

Average Enrollment in Classes

		GRADUATE	COLUMBIAN COLLEGE	ENGINEERING	TEACHERS COLLEGE	TOTAL
Applied Mathematics	20, 22			12		12
	21			11		11
Archaeology	20		2			2
	21		10		6	16
	50		2		2	4
Architecture	2		3	12		15
	3			16		16
	4			16		16
	5			5		5
	8		1	4		5
	20		1	5		6
	21		2	8		10
	22, 41			9		9
	24			3		3
	25			3		3
	33		2	5		7
	39			4		4
Astronomy	40			2		2
	44			4		4
	1		9		1	10
Botany	1		10		1	11
Chemistry	1		90	37	4	131
	2		75	4	4	83
	3		33	2		35
	6	1	19	16		36
	7		2	22		24
	20	1	25			26
	21	2	15			17
	23	7	33	1		41
	24	8	16			24
	25	3	8			11
	26	3	14			17
	27	1				1
	28	3	1			4
	56	1				1

Average Enrollment in Classes—Continued

		GRADUATE	COLUMBIAN COLLEGE	ENGINEERING	TEACHERS COLLEGE	TOTAL
Civil Engineering	1			17		17
	2			4		4
	3			16		16
	4			14		14
	8			8		8
	20			4		4
	21			4		4
	22			4		4
	23			7		7
	24	1		4		5
	50	1				1
	51	2				2
	52	6				6
	54	1				1
Economics	1	3	39	3	3	48
	2	1	53	1	5	60
	22, 23	3	19		7	29
	27, 26	4	10	1		15
	33	5	16	3	1	25
	36	4	17		2	23
	40, 41	5	7		1	13
	43, 44	4	14		1	19
	51	2	2			4
Education	20		8		9	17
	21	3	2		22	27
	22	4	9		11	24
	24	5	1		9	15
	25	7	1		10	18
	28	3			6	9
	29		2		9	11
	31				9	9
	34	2	1			3
	35	1	1		3	5
	50	15				15

Average Enrollment in Classes—Continued

		GRADUATES	COLUMBIAN COLLEGE	ENGINEERING	TEACHERS COLLEGE	TOTAL
Electrical Engineering	2			3		3
	6			6		6
	7		6	8		14
	21	2		3		5
	22			2		2
	23			3		3
	24			2		2
	26	3		2		5
	27			3		3
English	1		83	11	14	108
	2		106	24	20	150
	3		32		8	40
	4	2		34	7	43
	5		3		4	7
	20	1	7			8
	21		8			8
	22	1	30	1	8	40
	52	5	16		4	25
	1		26	5	3	34
	2	1	34	10	7	52
	3		25	7	5	37
French (two sections)	4		16	5	1	22
	5		9		1	10
	6		3			3
	7	1	13		1	15
	21	1	5		1	7
	50	1	2			3
	1		24			24
	2		28	7	1	36
	3		6		1	7
	21		5			5
	51	5				5
Geology	1		24			24
	2		28	7	1	36
	3		6		1	7
German	1		18	2	1	21
	2		16	2	2	20
	3		17	8	3	28

Average Enrollment in Classes—Continued

		GRADUATE	COLUMBIAN COLLEGE	ENGINEERING	TEACHERS COLLEGE	TOTAL
German—Continued	4	1	24	14	1	40
	5		16		4	20
	6	2	14		2	18
Graphics	20		6		2	8
	21	1	3			4
	1		3	24		27
	2			6		6
	8			27		27
Greek	A		3			3
History	1, 2	1	43		12	56
	3, 4	2	32		6	40
	5, 6		29		2	31
	20	1	26	1	2	30
	25	3	6		2	11
	31	2	32		3	37
	33	2	57		40	99
	54	6	11		2	19
Latin	1		3		4	7
	2		4		1	5
	21		2		1	3
	22		2		1	3
Mathematics	3		23	5	4	32
	4		8	7	1	16
	6		25	9		34
(two sections)	9		14	14	1	29
	12		20	36		56
	20		15	25		40
	21		16	6	2	24
Mechanical Engineering	1			16		16
	6			2		2
	7			4		4
	9			2		2
	10			4		4
	20, 21			5		5

Average Enrollment in Classes—Continued

		GRADUATE	COLUMBIAN COLLEGE	ENGINEERING	TEACHERS COLLEGE	TOTAL
Mechanical Engineering—Cont.	23			6		6
	24			2		2
	28	3		10		13
	29	2		6		8
	50	3				3
	51	1				1
Nautical Science	1			8		8
Philosophy	1		35		7	42
	3		37		7	44
	2		35		8	43
	4		35		6	41
	20, 21	3	5		5	13
	22	2	3		4	9
	24		3		7	10
	27	3	4		3	10
	29	2	3		5	10
	51	5				5
	52	4				4
Physics	1		19	35	1	55
	2		46	23	2	71
	3		31		2	33
	22	1	4	1		6
	60	1				1
Political Science	1, 21	3	25	1	3	32
	22, 24	3	10		1	14
	2, 27	5	38			43
	29, 30	5	26			31
Spanish	1a		27	5	3	35
	1b		33	2	4	39
	2		13		1	14
Zoology	1		39		10	49
	2	1	5		1	7
	23	1	4		3	8
	50	4	14			18
Histology			2			2

The number of class periods a week, the number of students, and the number of "student hours" a week in the various subjects are shown in the following table:

	CLASS PERIODS EACH WEEK	AVERAGE NUMBER OF STUDENTS	STUDENT HOURS
Applied Mathematics.....	6	23	70
Archaeology.....	7	22	48
Architecture.....	34	105	242
Astronomy.....	2	10	20
Botany.....	3	11	33
Chemistry.....	45	451	1086
Civil Engineering.....	40	92	228
Economics.....	21	236	584
Education.....	20	153	297
Electrical Engineering.....	18	43	99
English.....	24	429	1264
French.....	30	183	534
Geology.....	10	77	152
German.....	23	159	459
Graphics.....	10	60	147
Greek.....	3	3	9
History.....	22	323	771
Latin.....	9	15	45
Mathematics.....	24	231	693
Mechanical Engineering.....	27	66	159
Nautical Science.....	2	8	16
Philosophy.....	22	146	378
Physics.....	16	166	427
Political Science.....	11	120	329
Spanish.....	9	88	264
Zoology.....	18	84	296

This gives a total of 456 class periods a week, and these consist of 326 lectures or recitations and 130 laboratory or drawing periods a week. This is an increase of about ten per cent over the previous year.

A study has again been made of the grades reported by instructors during the year, and the following table shows the total number of term marks reported in each subject, and percentage of marks in each grade. The "theoretical average" is taken from a report on grading made two years ago by a committee of which Dean Ruediger was Chairman.

Distribution of Grades

	TOTAL NUM- BER OF MARKS	PERCENTAGE				
		A	B	C	D	E
Applied Mathematics.....	34	0	6	29	47	18
Archaeology.....	42	33	31	33	2	0
Architecture.....	196	8	41	38	7	6
Astronomy.....	18	33	50	6	11	0
Botany.....	20	10	25	60	5	0
Chemistry.....	715	12	41	31	14	2
Civil Engineering.....	114	3	28	31	29	9
Economics.....	419	14	28	40	16	2
Education.....	229	12	29	42	14	3
Electrical Engineering.....	69	7	28	45	19	1
English.....	718	34	41	18	4	3
French.....	313	11	26	37	15	11
Geology.....	126	19	33	32	14	2
German.....	300	16	30	31	18	5
Graphics.....	98	12	13	27	35	13
Greek and Latin.....	36	28	14	42	14	2
History.....	444	19	38	20	17	6
Mathematics.....	451	13	16	20	25	26
Mechanical Engineering.....	93	14	28	30	20	8
Philosophy.....	391	8	23	34	29	6
Physics.....	318	16	21	20	23	20
Political Science.....	209	20	34	29	13	4
Spanish.....	145	23	21	29	21	6
Zoology.....	120	29	25	15	17	14
General Average.....	5618	16	31	29	16	8
Theoretical Average.....	4	24	44	24	4

A comparison of these figures with those in my reports for the last two years shows but slight changes in the percentages in the subjects that are taken by a large number of students. While there may be doubt as to the accuracy of the theoretical distribution with which these figures are compared, it is certain that there are departures from the general average of these grades that are clear evidence that some instructors have a habit of giving grades too high, and others of giving grades too low. It is reasonable to suppose that to some extent students are influenced in their selection of elective courses by the reputation of the instructor for giving high marks. This is a factor that obviously should not enter into any such election. A discussion of the matter will be invited at a Faculty meeting in the near future.

A study has been made of the averages obtained by the students in the three undergraduate colleges. The grades used by the Department of Arts and Sciences are: A = 96-100; B = 90-95; C = 80-89; D = 70-79; E = Failure; F = work incomplete.

For the purpose of this study of standings of students the following percentages were arbitrarily assigned to the letters, A = 98; B = 92.5; C = 85; D = 75; E = 55.

Averages

	MEN	WOMEN	GENERAL
Columbian College.....	85.0	88.1	86.0
College of Engineering.....			81.9
Teachers College.....			90.3
General Average.....	84.0	88.9	86.4

As there are so few women in the College of Engineering and so few men in Teachers College, no attempt was made to separate the marks of men and women in those Colleges, but the marks are separated in forming the general average.

It is seen that the average in Teachers College is higher than in the other colleges. Probably one reason for this is that the students in that college are mainly teachers and therefore presumably persons trained in accuracy of reasoning and exactness in expression. Furthermore, they take fewer courses of study each year than is the average in the other colleges.

The lower average in the College of Engineering is due, in part at least, to the fact that the students take the technical subjects in which the grading is lower than in the literary studies.

There is a notable difference in the averages of men and of women. To what extent this is due to better intellectual powers, to greater industry, to greater pride in high marks, or to a selection of topics where marks average higher than those selected by men, I do not attempt to state. It would be an interesting and valuable investigation to obtain the separate averages of the men and of the women in each general subject of instruction, and thus answer in part the above queries. Time has not permitted such an investigation, but I hope to make one later.

A further study of the marks of fraternity and non-fraternity men and women was made and resulted as follows:

General average of all men.....	84.0
Average of fraternity men.....	82.1
Average of non-fraternity men.....	84.5
General average of all women.....	88.9
Average of fraternity women.....	88.2
Average of non-fraternity women.....	89.4

The averages of the several fraternities were as follows:

Men's Fraternities

Phi Alpha.....	87.0
Kappa Alpha.....	85.6
Kappa Sigma.....	85.0
Theta Delta Chi.....	83.1
Sigma Nu.....	82.6
Delta Tau Delta.....	81.5
Phi Sigma Kappa.....	81.0
Sigma Chi.....	79.0
Sigma Phi Epsilon.....	75.3
Sigma Alpha Epsilon.....	74.0

Women's Fraternities

Sigma Kappa.....	90.0
Pi Beta Phi.....	88.9
Chi Omega.....	86.3
Phi Mu.....	85.9

It is to be noted that members of the men's fraternities are found in all departments of the University, while membership in the women's fraternities is confined to students of the Department of Arts and Sciences. It is probable, therefore that the averages for the men's fraternities and the relative standing of the several fraternities might be considered changed were the marks of the student members from the professional schools included.

It is very clear that the non-fraternity students rank higher in scholarship than the fraternity students. Among the men there are ten fraternities. Three of these rank higher than the average of all men; two others rank higher than the average of fraternity men but lower than the average of all men; while five are below both averages.

Among the women, one fraternity is higher than the average of all women and of the non-fraternity women; a second has the same average as all women but is below the average of non-fraternity women; while the other two are below both averages.

While I believe that membership in a fraternity gives a person certain advantages of college life that are lacking otherwise in considerable measure at this University because we have no dormitory life, yet the

scholarship average seems to be lowered to a greater extent than should be the case. It may be there is too great a tendency for the fraternities to lay stress on social qualities, on personal popularity, on activity in student affairs, in choosing members. It may be that fraternity duties and fraternity pleasures make too great a call on the student's energy and time. To the extent that these are influential in retarding or lowering scholarship, they are evils to be overcome.

I know that the thinking men who are the leaders in the fraternities, both among the national officers and among the local officers, are giving large consideration to the improvement of scholarship. I have had correspondence with several national officers and have had consultations with the local officers and alumni advisers of some of our fraternities. A number of the fraternities have committees on scholarship, and we are furnishing these committees information about the scholastic work of the members. It is believed that this will result in raising the scholarship average in a number of cases.

The growth of the Department of Arts and Sciences presents continual problems for solution. During the session of 1915-16 a number of classes became larger than was wise for proper teaching notwithstanding the fact that additional courses of study had been offered and had received gratifying enrollments and additional sections in old courses had been formed.

A lecture course may be given to as many persons as can find seats in a class room, but lecture courses for Freshmen and Sophomores, while attractive, are not conducive to exact scholarship nor to that personal mental effort which distinguishes the student from the mere repeater of phrases, unless such lectures are accompanied by numerous oral and written tests. While some subjects, from their nature, can most properly be presented in lecture form even to students in the lower classes, yet I fear that the growth of the classes has brought the lecture method into wider use than is scholastically wise. The effective remedy is the formation of additional sections, and the limitation of the enrollment in a section. This means additional men on the Faculty, and as rapidly as finances permit this should be done.

In the meantime, help may be given by the appointment of student assistants who can assist in the grading of test papers and perhaps, conduct quiz sections.

Our attendance of day students is increasing. During 1915-16 there were about one hundred more than during the previous year, and it is probable that the increase will be nearly as great for the session of 1916-17. It is desirable to give to these students full courses before five o'clock in all of the required subjects of the curriculum, and in all of the principal elective studies. This is now being done in many branches, but we are particularly weak in day courses in science. Laboratory courses in Chemistry and Zoology may be had before five o'clock, but no class courses; laboratory and class work on Physics may be had

before five o'clock; no course in Botany is given before five o'clock; one course in Geology may be had before five o'clock.

I believe we should now develop our work in Botany by the appointment of a full time Instructor, to give both morning and afternoon courses. Work in that subject should be very attractive to a large body of our students both in Columbian College and in Teachers College.

Another line of work which we can well develop here is in economics, political science, commerce and business administration. Our present enrollment in the courses we now offer in these lines shows an increasing demand for the work, and it is a demand that we should meet in still larger measure.

I have had many conferences with the Dean of Columbian College in regard to these matters, and I cordially endorse the suggestions he makes in his annual report. I have also had several conferences with the members of the Faculty teaching in these lines, and it is expected that later in the year definite recommendations will be presented to you.

On the engineering lines, it is planned to prepare an outline of a new course in Chemical Engineering in the hope that it can be started next session.

A first course in Naval Architecture is now being given, and after a few months experience we will be in a position to determine whether it will be wise to arrange advanced courses in the technical work in that line, so as to offer a course leading to the degree of Bachelor of Science in Naval Architecture.

Respectfully submitted,
H. L. HODGKINS,
Dean.

November 15, 1916.

TO THE PRESIDENT OF THE UNIVERSITY.

DEAR SIR: I have the honor to present herewith my report on the School of Graduate Studies (University Research) for the year 1915-16, which marks the completion of twenty-two years' work.

The students enrolled and the degrees sought by them are set forth in the following table:

TABLE I

Students Enrolled 1915-16—By Categories

In Attendance.....	4
Civil Engineer.....	3
Electrical Engineer.....	2
Mechanical Engineer.....	5
Master of Arts.....	43
Master of Science.....	24
Doctor of Civil Laws.....	1
Doctor of Philosophy.....	34
<hr/>	
Total.....	116

The total enrollment was 19 larger than for the academic year 1914-15. In fact it was the largest enrollment for any academic year since that of 1893-94 in which this school of the University first enrolled students.

The range of territory from which these students were drawn is shown in the following enumeration of their homes on the registration papers:

TABLE II

States of the United States

California.....	1
Colorado.....	1
Connecticut.....	1
District of Columbia.....	43
Illinois.....	2
Kansas.....	3
Maryland.....	10
Massachusetts.....	4
New York.....	11
Ohio.....	3
Pennsylvania.....	3
Utah.....	3
Virginia.....	3
Wisconsin.....	5

Foreign Countries

China.....	3
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As shown last year, the preponderance of students is from the District of Columbia, New York and Maryland, but the representation for these political divisions constitutes but 55.1 per cent of the total as compared with 58.8 per cent for 1914-15. The residue is distributed among 32 other states of this union and foreign countries.

Of the students enrolled there will be noted during the year the withdrawal of 12, the dropping of 3, the suspension of 1, and the death of 1. There was graduated the following, divided according to their several categories:

TABLE III

Graduates of 1916

Doctor of Civil Laws.....	1	in February
Civil Engineer.....	1	in June
Mechanical Engineer.....	3	in June
Master of Science.....	5	in June
Master of Arts.....	17	in June
Doctor of Philosophy.....	6	in June
Master of Science.....	1	in October
Master of Arts.....	1	in October
<hr/>		
Total.....	35	

In order that a candidate may secure one of the above degrees from this University it is required that the candidate for an Engineering or a Master's degree shall spend at least one year at this University in residence study of the various assigned topics and that a candidate for the Doctor of Philosophy degree shall spend two years in the study of the agreed upon topic, as set forth in our Catalogue. Nevertheless, from the foundation of the School of Graduate Studies it has been recognized that it is unwise to press students who are preparing for or engaged in research work by applying to them the fixed time requirements which operate wholesomely in most undergraduate institutions. Furthermore, graduate students should be, and usually are, mature, and hence it is unnecessary to apply to them the disciplinary methods which are essential for the immature. Moreover, many of them before entering upon registration for higher degrees have assumed important and serious responsibilities. Hence, from the foundation of this School much tolerance has been shown candidates relative to this time requirement and while all have been held to the satisfaction of the minimum limit, no ultimate maximum limit has yet been fixed. In view of

this wise and liberal consideration of the student body it is of interest to inquire to what extent this liberality is availed of and this is shown in a measure in the following table wherein is shown the number of years that the candidates who received diplomas in 1916 remained in candidature at this University:

TABLE IV
Years of Candidature for Graduates in 1916

DEGREES	YEARS		
	One	Two	Three or more
Engineering.....	2	2	
Master of Science.....	3	2	1
Master of Arts.....	14	4	
Doctor of Civil Law.....			1
Doctor of Philosophy.....		4	2
	19	12	4

From inspection of Table IV it appears that all except twelve, or 65.7 per cent of the total graduates fulfilled all of the requirements exacted of them in the minimum time. In the case of those who required a larger number of years in which to fulfil the requirements exacted of them delay was, in most instances, found to lie in the completion of the research which had been undertaken and in the preparation of the thesis. One of the candidates was serving as a U. S. Consul in Mexico and he naturally found it difficult to devote much consecutive time to the preparation of his thesis. Most of the others were engaged in professional work which also interfered with their progress in the preparation of their theses.

This matter of the extent to which candidates exercised the privilege of extending their candidature beyond the minimum limit fixed is set forth in another way in Table V where is presented the total number of candidates for the year 1915-16 in their several categories, divided according to the length of candidature for each.

TABLE V
Number of Candidates for Degrees in Various Years of Enrollment

YEAR	PH.D.	ALL OTHER DEGREES	TOTAL	PER CENT
First.....	16	53	69	62.2
Second.....	9	18	27	24.3
Third or more.....	9	6	15	13.5

From this it appears that the total number of candidates in all categories enrolled in 1915-16 who have continued in candidature for more than the minimum length of time was 33, or 29.7 per cent, of the total enrollment, and that of the total of 15, or 13.5 per cent, 6 candidates, or 5.4 per cent of all were enrolled in candidature for engineering or master's degrees for which the minimum time requirement for residence is one year. All of these candidates were actively engaged in the practice of their professions of teaching, engineering, chemistry, architecture, and the like, and it is believed that persons so engaged should be encouraged to extend their terms of study to a greater period of time than the minimum. To prevent abuse of this privilege, after the full tuition fee of the category has been paid, the student is still assessed a small annual fee during each year of enrollment.

Out of the 116 students enrolled (including late registrations) we are able to count but seven as giving their full time to the work, or as being otherwise unemployed, and the majority of these were women. The above expression is necessarily inaccurate since mature persons such as naturally constitute the student body of a graduate school must necessarily be engaged in other activities. The phrase might better be "engaged in a gainful employment" and it is believed that from this standpoint the statistics given above are practically accurate.

The number of women candidates enrolled were one in attendance, one candidate for the master of science degree, seventeen candidates for the master of arts degree and five candidates for the doctor of philosophy degree. That is out of the total enrollment of 116 the per cent of women students in attendance was 0.9, for master of science 0.9, for master of arts 14.6, and for doctor of philosophy 4.3. Within the categories we find the per cent of women candidates for M.S. to the total number of candidates for that degree to be 4.2, for A.M. 39.5 and for Ph.D. 14.7. It is evident that the A.M. degree is the one most largely sought by women and later, as topics are discussed, we find that the group they usually select tends naturally to that degree.

In dealing with topics it may be of interest to learn to what extent the several University Subjects are selected. By the regulations candidates for the degree of M.S., or A.M., or Ph.D. shall pursue the study of three topics, one major and two minors, not more than two of which may be selected from the same University Subject. Engineering degree requirements are more narrowly specialized. The topics are largely the preferred choice of the student but he is directed before filing his application to confer with the various professors with whom he desires to study for advice as to his choice and the final selection must always be officially endorsed. In the following table is set forth the number of times each of the given University Subjects have been elected in topics, the results being arranged in numerical order.

TABLE VI

*Kind and Number of Topics for Which Students Were Enrolled
1915-16*

Chemistry.....	35	Pharmacology.....	5
Education.....	30	Physics.....	5
Bacteriology.....	25	Preventive Medicine.....	5
Zoology.....	24	German.....	4
History.....	23	International Law and Diplo-	
English.....	20	macy.....	4
Economics.....	17	Microscopy.....	4
Political Science.....	15	Civil Engineering.....	3
Philosophy.....	14	Archaeology.....	2
Botany.....	10	History of Art.....	2
Psychology.....	10	Mathematics.....	2
Sociology.....	10	Mineralogy.....	2
Physiology.....	9	Architecture.....	1
Mechanical Engineering.....	8	Histology.....	1
Pathology.....	8	Law.....	1
Electrical Engineering.....	6	Meteorology.....	1
Geology.....	6	Psychiatry.....	1
French.....	5		

It may also be of interest to note to what extent these University Subjects have been sought by women, hence this has been determined and collated from the records and is set forth in the following table.

TABLE VII

*Kind and Number of Topics for Which Women Students Were Enrolled
1915-16*

English.....	13	French.....	2
History.....	9	History of Art.....	2
Education.....	8	Philosophy.....	2
Sociology.....	7	Preventive Medicine.....	2
Chemistry.....	3	Psychology.....	2
German.....	3	Archaeology.....	1
Physiology.....	3	Botany.....	1
Zoology.....	3	Geology.....	1
Bacteriology.....	2	Pathology.....	1
Economics.....	2	Physics.....	1

Inspection shows that English, History, Education and Sociology are the most generally appearing topics for women in graduate work and from that comes the drop to the sciences. An unexpected exposition from this investigation is the minor positions occupied by the modern languages and the entire absence of ancient languages, for one naturally

asks if this is due to present tendencies in education or to some defect in the University itself.

The consideration by individual University Subjects may reasonably be open to criticism when used as a gauge of the character of student activities, for obviously the topics looking to a purpose are chosen from educationally naturally related groups. For this reason these selections are restated from the group standpoint in the next table.

TABLE VIII

Topics by Groups as Selected by Candidates

<i>Historical</i>		<i>Medical Science</i>	
History.....	23	Physiology.....	9
Economics.....	17	Pathology.....	8
Political Science.....	15	Pharmacology.....	5
Sociology.....	10	Preventive Medicine.....	5
International Law and Diplo- macy.....	4	Histology.....	1
Law.....	1	Psychiatry.....	1
	—		—
	70		29
<i>Philosophical Group</i>		<i>Science and Medicine</i>	
Education.....	30	Bacteriology.....	25
Philosophy.....	14	Microscopy.....	4
Psychology.....	10		—
	—		29
	54		
<i>Natural Science</i>		<i>Languages</i>	
Zoology.....	24	English.....	20
Botany.....	10	French.....	5
Geology.....	6	German.....	4
Mineralogy.....	2		—
	—		29
	42		
<i>Physical Science</i>		<i>Engineering</i>	
Chemistry.....	35	Mechanical.....	8
Physics.....	5	Electrical.....	6
Meteorology.....	1	Civil.....	3
	—	Mathematics.....	2
	41	Architecture.....	1
			—
			20
<i>Fine Arts</i>			
Archaeology.....	2		
History of Art.....	2		
	—		
	4		

Inspection of Table VIII shows the Historical Science group to lead in choice by students and this is quite what one would expect in a School of Graduate Studies located at the Capital of a Nation. What surprises is that the lead over all other groups is so small. This is followed by the group of Philosophical Sciences with Education in the leadership and this again is naturally to be expected in the capital city wherein the educational activities of the Nation are correlated and, to a degree, administered. This offers a large field for cultivation by the University whose yield will respond directly to the opportunities the University presents.

Third in rank comes the Natural Sciences, followed by the Physical Sciences which are limited in number, and then the Medical Sciences. Joined with all of these is the group of Science and Medicine. These four groups are naturally related and together they have appealed to students in 141 instances out of 318, or, in other terms, in 44 per cent of selections of topics from all university topics. An element in the determination of this may be found in the unusual fostering of scientific research by our government and the location of the bureaus of science, the National Museum, the Army Medical Museum Library and other similar agencies with their aggregations of specialists and neophytes in Washington. Since such stress has, in recent years, been placed upon research by medical schools and medical institutions it is well to know that research in medical topics has been a feature of our graduate work from its inception, that it is well established here, and that the candidates selecting these Subjects are increasing in number.

Again on investigation of the statistics of these grouped subjects as in that of the individual subjects one is struck by the low rank held by the modern languages and the complete absence of the ancient languages among the chosen topics. I know that these topics are elsewhere chosen. I know that our professors are trained and equipped to direct the work of graduate students and that they are especially qualified to do so. I know also that they are overwhelmed with undergraduate duties. I feel it my duty to reiterate my recommendation that these departments be reinforced by such additional assistance as will release the seniors for a larger measure of graduate work or else that additional appointments be made of those qualified to offer graduate courses. This is an especial need of an institution located as ours is at the center of the international activities of our country.

Again reviewing the courses chosen by women we find the following groups:

STUDENT

Natural Sciences.....	1
Natural and Physical Sciences.....	1
Physical Sciences.....	1
Natural, Linguistic and Historical Sciences.....	1
Medical Sciences.....	1
Medical and Philosophical Sciences.....	1
Medical and Historical Sciences.....	1
Languages.....	1
Languages and Historical Sciences.....	3
Languages and Fine Arts.....	2
Languages, Historical Science and Fine Arts.....	1
Languages and Philosophy.....	2
Languages and Natural Sciences.....	1
Philosophical Sciences.....	1
Philosophical and Historical Sciences.....	2
Historical Sciences.....	2

At the Thirtieth Doctorate Disputation held May 15, 1916 six candidates for the degree of Doctor of Philosophy presented themselves and successfully defended their theses. This is the most important and one of the most interesting university functions and we are most fortunate in securing the services of such eminent experts in conducting these disputations. The theses represent the results of those researches which are today recognized as fundamental in securing national preparedness and efficiency. It must be gratifying to the officers and alumni of this University to find that which it undertook more than twenty years ago and the purpose which animated it in the undertaking so widely endorsed and approved.

There has been received for distribution printed copies of the following theses:

The Beginnings of the German Element in York County, Pennsylvania, by Dr. Abdel Ross Wentz, 217 pp., Lancaster, Pa., 1916.

Nematode Parasites of Mammals of the Orders Rodentia, Lago-Morpha and Hyracoidea by Dr. Maurice C. Hall, separate from Proc. U. S. National Museum, vol. 50, pp. 1-258, 290 ill., 1 plt. Wash. Govt. Printing Office, 1916.

Also the complete page proof of The Creed of Epictetus by Dr. Ulysses G. B. Pierce which is to appear as a book from The Beacon Press, Boston.

Much time is given to correspondence with the officials of other graduate faculties. Where applicants present credentials from less widely known institutions inquiries as to the local status is made of the officers

of the State University or the most prominent university of that location. The replies are submitted to our officials who consider the student's application and are filed in our archives for future reference.

Recognizing that this Graduate School is the pioneer institution here and ranking with the older graduate schools of the country inquiries are being received in increasing numbers from the responsible officials of other institutions relative to methods of administration and matters of policy in the conduct of schools of research.

Respectfully submitted,

CHARLES E. MUNROE,

Dean, Faculty of Graduate Studies.

TO THE PRESIDENT OF THE UNIVERSITY.

SIR: I have the honor to submit the following report on the Law School for the Academic Year 1915-16.

Before entering on details of the year, it seems fitting at this time to outline the policy which the school has been following, steps taken in pursuance of it, and the results of the policy. I have chosen the last six years as the period for this survey.

The School being a department of an eleemosynary institution looks upon its degree conferring power as a trust to be administered with due regard to the students, the profession for which they are preparing themselves, and the public for whose service the profession exists. It believes that the students should be provided with the best possible facilities both in equipment and instruction, but should on the other hand be required to have preliminary education, aptitude for the law, and professional training, to fit them thoroughly for public service.

The premise is that law schools and the Bar exist for public service. This view is well expressed in an address by Hon. Elihu Root as President of the American Bar Association, at the annual meeting in Chicago, August 30, 1916. He said:

"We at the Bar are not producers. We perform indeed a necessary service for the community. * * * Superfluous lawyers, however, beyond the number necessary to do the law business of the country, are mere pensioners and drags upon the community and upon all sound economic principles ought to be set to some other useful work. * * *

"There are indeed two groups of men who consider the interests of the community. They are the teachers in the principal law schools and the judges on the Bench. With loyalty and sincere devotion they defend the public right to effective service; but against them is continually pressing the tendency of the Bar and the legislatures and, in a great degree of the public, towards the exclusively individual view.

"The public tendency is exhibited at the very beginning of the whole business in permitting admission to the Bar without adequate education and training. Few ideas have been more persistent throughout this country than the idea that the prevailing consideration in determining admission to the Bar should be that every young man is entitled to his chance to be a lawyer and that all requirements of attendance in offices and law schools and for difficult examinations are so many obstacles in the way of liberty and opportunity, defenses of aristocratic privilege, and derogations from democratic right. The law schools have been slowly winning their way along the lines of better training for the Bar, but the progress is very slow and the pressure for brief and easy ways to get a license to practice is continuous. * * *

"No one can help sympathizing with the idea that every ambitious young American should have an opportunity to win fame and fortune.

But that should not be the controlling consideration here. The controlling consideration should be the public service, and the right to win the rewards of the profession should be conditioned upon fitness to render the public service. No incompetent sailor is entitled to command a public ship; no incompetent engineer is entitled to construct a public work; no untrained lawyer is entitled to impair the efficiency of the great and costly machinery which the people of the country provide, not for the benefit of the lawyers but for the administration of the law."

The Law School has made during the past six years considerable improvement in equipment. While compelled to carry on work in rented quarters, they were fitted in the best possible manner, unsuitable fittings were removed and new benches and chairs installed in the class rooms at a cost of \$1000. The appropriation for library purposes has increased from \$1000 to \$1500 per year and the library has grown from 5300 volumes in 1910 to 7102 volumes in 1916.

There has been the largest development in the nature and amount of instruction. The case method of instruction which had been partially used for some years prior to 1910 has been extended to all the substantive law subjects, and to those adjective law subjects for which it is suitable. The merits of this method are now appreciated even by its former opponents, and it has been adopted by almost every law school of the first class in the United States. The Carnegie Foundation for the Advancement of Teaching had Dr. Redlich, of the University of Vienna, an eminent scholar in Anglo-American law, investigate methods of legal education in America in 1914. After an exhaustive investigation he submitted a report which was published as Bulletin No. 8 of the Foundation. The report is highly commendatory of the case method, affirms its great value as a method of training, and testifies to its great practical success.

"I visited," Dr. Redlich says, "particularly classes of the third year, in which difficult cases, as for example cases involving a 'conflict of laws' were analyzed by the students with great readiness and grasp of the subject matter; classes in which there stood out strongly not only excellent logical training, capacity for independent study, and especially for quick comprehension of the actual point of law involved, but also indisputable knowledge of positive law. I gained the impression that law students in the third year in our European law schools would hardly ever be found competent for such work." He states further that in so far as the aim of legal education is the development and training of young lawyers "the case method is undoubtedly successful." "The American student gains in the modern law schools of his country, all the practical knowledge of the law that any school can give to a future attorney or judge in an unparalleled manner."

The Bar has come to a true appreciation of the method. In the ad-

dress by the President of the American Bar Association above referred to, he said:

"The only way to clarify and simplify our law as a whole is to reach the lawyer in the making and mold his habits of thought by adequate instruction and training so that when he comes to the Bar he will have learned to think not merely in terms of law but in terms of jurisprudence. The living principle of the case system of instruction in our law schools is that the student is required by a truly scientific method of induction to extract the principle from the decision and to continually state and restate for himself a system of law evolved from its history. He is thus preparing not merely to accept formally dogmatic statements of principles but to receive and assimilate and make his own the systematic thought and learning of the world in the science of jurisprudence. With a Bar subjected generally to that process of instruction, the more general systematic study of jurisprudence would follow naturally and inevitably, and the influence of that study would be universal; and from that condition would evolve naturally the systematic restatement of our law, by men equal to that great work."

The scientific statement of the law developed by the case method requires study and research, and made it necessary that instructors make teaching a vocation. Leading schools began requiring their instructors to quit practice, and so important is this now deemed that the Executive Committee of the Association of American Law Schools has recommended for consideration at the next meeting of the Association a resolution requiring that the faculty of a school shall consist of at least three instructors who devote substantially all of their time to the work of the school, as a condition of admission to membership of the Association. This school had three instructors in 1910-11 giving their full time to the work; the number has grown to six. These full-time instructors are now teaching substantially all the substantive law subjects.

The number of part-time instructors, ten in 1910-11, had decreased but one in 1915-16. The school recognizes the necessity of teaching the application of the law, and realizes the value of the services of men actively engaged in the profession for this work. Thus adjective law subjects are generally taught by judges or lawyers in active practice.

The amount of instruction offered has been greatly increased, and made more available, by being given both forenoon and afternoon. In 1910-11 some subjects were given between 9 a.m. and 12 n., but many only in the afternoon. In 1915-16 several elective subjects were given at 7.50 a.m., a complete course between 9 a.m. and 12 n., which was repeated with additional subjects between 4.50 and 6.30 p.m. The following table shows the changes enumerated above.

	NO. INSTRUCTORS		AVERAGE HOURS PER WEEK INSTRUCTION					TOTAL
	Full time	Part time	By full time instructors	By part time instructors	Time given			
					7.50 a.m.	9 a.m. to 12 n.	4.50 to 6.30 p.m.	
1910-11	3	10	36½	20½	0	19½	37½	57
1915-16	6	9	61	19½	4	32	44½	80½

There have been several advances in the requirements for admission. The preliminary education required of all candidates for the degree of Bachelor of Laws in 1910 was a four year high school course, now candidates under twenty-one years of age must have a year of college work. Candidates eighteen years of age lacking the complete high school course were admitted as special students eligible for the degree if they made a certain average in the course; now special students must be over twenty-one and are ineligible for a degree. Advanced standing was given for work done in lawyers' offices, for law subjects studied in college, and for studies pursued in most law schools; now credit is given only for work done in law schools which substantially comply with the requirements of the Association of American Law Schools. Candidacy for the Master of Laws degree which was open to members of the Bar, or graduates of most law schools, is now restricted in the same manner. Each of these changes involved a considerable loss of students.

The standard of the law course has been much raised. The Bachelor of Law degree given for sixty units of work was abolished, and the minimum work for a degree became seventy-two units, the usual law school requirement. The Master of Patent Law degree which was given for four units of post-graduate work now requires twenty units.

The work must be more thoroughly done. There was no fixed rule regarding attendance on classes, now students absent from more than 10 per cent of the classes in any subject are denied credit for the subject unless their absences are excused. Students were allowed to continue in the school without regard to their scholarship record. Now a committee of the Faculty examines the record of each student after the midyear, and again after the final examination. Students are warned, placed on probation, required to repeat all the work of the year, and denied re-admission to the school when the Committee is convinced they are unfit for the work. In the year 1915-16 40 were warned, 9 put on probation, 24 denied re-admission or required to repeat the work which usually results in their quitting the study or going to other schools. The work of this Committee has a wholesome effect by the elimination of the incapable and indolent and the pressure it brings to bear on the negligent. The following table of the scholarship record for 1915-16 as shown by the written semi-annual examinations, indi-

cates the standard maintained. It shows that 37 per cent of those examined were conditioned, failed, or both, in one or more subjects. The ratio of failures was highest in the first year and lower for each succeeding year, the candidates for the degree of Master of Laws having no failures. This decrease is due to the elimination of poor students in the earlier years. The high record of special students is due to many of them being postgraduate students taking special subjects, and to the small amount of work carried by the others.

Scholarship record as indicated by written examinations 1915-16:

	LL.B. FIRST YEAR		LL.B. SECOND YEAR		LL.B. THIRD YEAR		LL.M.		SPECIAL ALL YEARS		TOTAL	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Students examined.....	122		95		99		18		35		369	
Passed in all subjects.....	62	51	50	53	78	79	18	100	25	71	233	63
Conditioned, failed or both in one or more sub- jects.....	60	49	45	47	21	21			10	29	136	37
Removed all conditions in October 1916.....	17	14	15	16	8	8					40	11
Students who now have clear records on work 1915-16.....	79	65	65	69	86	87	18	100	25	71	273	74

It has been urged in some quarters that though these methods and standards may be best where students devote all their time to the study of law, they are unsuited to conditions in Washington where most students of law are employed. The argument assumes that something short of the best must do here. It pays regard to individual demand to practice law rather than to the public need. This school takes the position that the handicap of self-support should be overcome by greater ability and industry, or by devoting longer time to the course, and that its graduates should not enter the profession except on an equality of preparation with their more fortunate competitors. The aim is not to make the profession an aristocratic privilege but to save the individual from failure and to safeguard the public right to effective service. The standard set is reasonable, the ratio is not higher than in other first class schools, and over 70 per cent of the graduates complete the work in the three years.

The wholesome effect of the policy pursued is evident in the character of the student body. The students are mature, the average age being over twenty-six years. A large proportion of them are college graduates. In 1915-16 of the 368 candidates for degrees, 104 were college graduates and 111 others had part of a college course. In the same year two other law schools in Washington each reported to the United States Commission of Education 5 college graduates. The other two largest

schools do not include this item in their reports. According to the Commissioner's report for 1915-16, this school stood in seventh place among Association Law Schools in regard to the number of college graduates enrolled. My report for 1913-14 shows the superior attainments of these college trained students in legal scholarship. The following table gives the sixty colleges from which they were graduated.

Colleges from which Candidates for Degrees were Graduated.

Alabama, University of.....	1	Michigan, University of.....	3
Austin College.....	2	Military College of South Caro-	
Bowdoin College.....	2	lina.....	1
Butler College.....	1	Minnesota, University of.....	1
Campbell College, Holton, Kan-		Mississippi, University of.....	1
sas.....	1	Missouri, University of.....	2
Case School of Applied Sciences	2	Nebraska, University of.....	2
Central University of Iowa.....	1	New York, University of.....	1
Central University of Kentucky	1	North Carolina, University of..	1
Chicago, University of.....	1	North Dakota, University of..	1
Colby College.....	1	Ohio Northern University.....	1
Colgate University.....	1	Ohio State University.....	1
College of the City of New York	1	Pacific University.....	1
Colorado, University of.....	2	Pennsylvania, University of....	1
Cornell University.....	4	Princeton University.....	4
Dartmouth College.....	3	Purdue University.....	1
Delaware College.....	1	Radcliffe College.....	1
Dickinson College.....	1	Swarthmore College.....	1
Ewing College.....	1	Syracuse University.....	1
Georgetown College.....	2	Tennessee, University of.....	1
George Washington University	13	U. S. Military Academy.....	1
Georgia, University of.....	2	U. S. Naval Academy.....	6
Hamilton College.....	1	Utah, University of.....	3
Harvard University.....	3	Washington and Jefferson Col-	
Iowa State College.....	1	lege.....	1
Iowa Wesleyan College.....	1	Washington and Lee University	2
Johns Hopkins University.....	1	Western Maryland University..	1
Kalamazoo College.....	1	William and Mary College.....	1
Lafayette College.....	1	Wisconsin, University of.....	2
Lehigh University.....	3	Worcester Polytechnic Institute	2
Maryland Agricultural College..	1	Yale University.....	4
Massachusetts Institute of Tech-			
nology.....	1		

Evidence of the thoroughness of the instruction and of the character of the student body is to be found in the success of the graduates in the Bar examinations of the District of Columbia. A record has been kept for the last five years, which shows the average ratio of failures of graduates to be less than 5 per cent, as compared with about 40 per cent

of all other candidates. In 1915, all the 25 graduates who wrote the examinations passed, while two-fifths of the other candidates failed. They are, so far as can be learned, equally successful in other jurisdictions, but for these no complete reports are available.

The school was one of those which in 1900 joined in organizing the Association of American Law Schools and it has been a member of the Association since that time. This Association was organized to improve the standard of legal education, and has certain requirements as a basis of membership. It now comprises 47 of the foremost law schools of the United States. This school is the only member of the Association in the District of Columbia. While reciprocity in advanced standing is not a rule of the Association, each member school is usually credited by the others. Thus students in this school have the advantage of being able to complete their work, or to pursue post-graduate studies in schools of other jurisdictions to which they may have occasion to remove. In this manner students complete the course in Harvard, Columbia, Chicago, Michigan, and Wisconsin, receiving credit for the work done here.

The policy of the school might be expected to result in very slow growth in numbers. Its growth is slow as compared with what it would be if its entrance requirements were lower and its course easier. It is estimated that for every student matriculated at the beginning of 1916-17, another seeking admission was found ineligible. The school could double its attendance in a short time if it took a different view of its function. But that there is a growing appreciation of the school's ideal is evidenced by the following tables, showing the enrollment from

Enrollment 1911-16 in Twelve Law Schools in the Association of American Law Schools which had the Largest Enrollment 1911-12

	1911-12	1912-13	1913-14	1914-15	1915-16
Harvard.....	809	745	694	730	791
Michigan.....	793	779	612	679	573
Southern California.....	481	530	605	551	698
Yale.....	420	179	133	146	196
Columbia.....	417	525	493	494	548
Pennsylvania.....	374	381	374	360	255
Cornell.....	330	335	293	274	242
Minnesota.....	325	214	176	177	171
Chicago.....	320	286	319	344	351
Texas.....	318	389	416	352	407
Northwestern.....	309	308	352	367	352
George Washington.....	306	312	355	403	425
Relative rank of George Washington.	12th	8th	7th	5th	5th

Enrollment in Law Schools in the District of Columbia 1911-16

	1911-12	1912-13	1913-14	1914-15	1915-16
Georgetown University.....	924	1003	1005	998	1004
George Washington.....	306	312	355	403	425
National University.....	238	179	201	171	153
Washington College of Law.....	118	114	129	148	139
Catholic University.....	28	56	89	100	115

1911-16 of the twelve schools in the Association of American Law Schools which had the largest enrollment in 1911-12, and the enrollment for the same period in law schools in the District of Columbia.

That the school renders a national service is evidenced by the following table showing the legal residence of students registered in 1915-16. They came from the District of Columbia, 44 states, Hawaii, Phil-

Table showing Legal Residence of Students registered 1915-16

Alabama.....	2	New Mexico.....	1
Arkansas.....	4	New York.....	26
California.....	5	North Carolina.....	5
Colorado.....	4	North Dakota.....	3
Connecticut.....	4	Ohio.....	15
Delaware.....	4	Oklahoma.....	5
District of Columbia.....	110	Oregon.....	2
Georgia.....	7	Pennsylvania.....	20
Hawaii.....	2	Rhode Island.....	1
Idaho.....	2	South Carolina.....	2
Illinois.....	12	South Dakota.....	5
Indiana.....	4	Tennessee.....	8
Iowa.....	12	Texas.....	9
Kansas.....	8	Utah.....	15
Kentucky.....	4	Vermont.....	4
Louisiana.....	1	Virginia.....	19
Maine.....	5	Washington.....	2
Maryland.....	21	West Virginia.....	3
Massachusetts.....	16	Wisconsin.....	9
Michigan.....	7		
Minnesota.....	7	Philippines.....	1
Mississippi.....	4		
Missouri.....	11		
Montana.....	3		
Nebraska.....	3	Brazil.....	1
New Hampshire.....	1	Cuba.....	2
New Jersey.....	3	Roumania.....	1

ippine Islands, Cuba, Brazil, and Roumania. The largest numbers were, from the District 110, New York 26, Maryland 21, Pennsylvania 20, Virginia 19, Massachusetts 16, Ohio 15, Utah 15, Illinois 12, Iowa 12, and Missouri 11.

The gross registration for the year was 413 men, 12 women, a total of 425, an increase of 22 over the preceding year.

Of the students, 58 reported no outside employment, while 367 were engaged in the various departments of the United States and District Governments, or in private employment. A table in my report for 1914-15 shows the outside work in which the students were engaged, and would not be materially different for the past year. The largest numbers in the Government Service were, Patent Office Examiners 62, Congressional Clerks, Secretaries, etc., 43, Department of Commerce 14, Congressional Library, Department of Agriculture, and War Department 13 each, Post Office 12, D. C. Executive Departments 10, Treasury Department 9, Interstate Commerce Commission 9, Navy and Marine Corps Officers 8.

The following table shows the classification by degrees sought, by years, and by sections:

	a.m.	p.m.	total	
Candidates for LL.B. degree	First Year.....	39	108	147
	Second Year.....	19	80	99
	Third Year.....	15	91	106
Candidates for LL.M. degree.....	4	17		21
Special Students (not eligible for degree).....	15	42		57
				<hr/>
Total registration.....	92	338		430
Less counted both for LL.B. and LL.M.....				5
				<hr/>
				425

This table shows a gratifying increase in the numbers enrolled in the forenoon section. This is doubtless due in part to the fact already referred to, that a complete course was available in the forenoon to all three years' classes, where it had hitherto been wholly provided for only first, and partially for second and third year students. This change is beneficial to both sections of the classes as the forenoon classes have been too small and the afternoon rather large for the most efficient work. A further increase in the forenoon section is highly desirable. The work of the two sections of each class was synchronized, the same lectures being given both forenoon and afternoon, so enabling students who could not be present at the one period to get the lecture missed by attending the other period of the same day.

There is also to be noted an increase in the number of candidates for the Master of Laws degree which entails a fourth year of study. The section on Legal Education of the American Bar Association adopted a

resolution at its last meeting favoring a minimum course of four years for a degree in law. Dr. Redlich in his report to the Carnegie Foundation recommended a fourth year devoted to the study of such subjects as Jurisprudence and Roman Law. Teachers and thoughtful graduates have felt the need of instruction that will refer the principles learned throughout the undergraduate course to their common philosophical bases and that will provide a standard for comparison of these principles. The former need would be supplied by the study of Jurisprudence, while the comparative study of Roman Law would develop a mental receptivity and breadth of view conducive to the readaptation of the common law to present social conditions.

A four year course is scarcely practicable as a requirement at the present time but volunteers for it should be encouraged. This school is in a good position for building up a post-graduate course as the students being self-supporting can undertake it at comparatively small cost. The school should provide courses in Jurisprudence, Roman Law, and other special subjects so soon as circumstances will permit.

Of the 425 students enrolled, 67 withdrew or were dropped from the rolls during the year, and 75 were graduated. Of the 283 remaining at the end of the year 95, including those denied re-registration, most of those required to repeat the work, and some placed on probation, have not returned, and 188 are back in the school. Of the graduates twelve have returned for further work, making a total of 200 of the year's students enrolled at present.

The degree of LL.B. was conferred on 66 candidates, and the degree of LL.M. on 11, including two of those who had received the LL.B. at an earlier convocation. There was an increase of 13 in the LL.B. degrees conferred, and of 7 in the LL.M. degrees over the preceding year.

The years of study for the LL.B. degree by the successful candidates were 3 years by 47, $3\frac{1}{2}$ years by 11, 4 years by 4, 5 years by 1, $5\frac{1}{2}$ years by 2, 7 years by 1. The last mentioned case illustrates how a very busy man can acquire a legal education. This student had onerous employment and so carried only a small amount of work each year. He made a clear and good record, and completed his course at the same expense as though he had done the work in three years, and doubtless to much better advantage.

The Law School held a summer session for the first time in the summer of 1916. Lectures were given by four resident instructors from June 26 to August 4, a period of six weeks. Classes were held from 7 to 8.40 a.m., and from 4.50 to 6.30 p.m., five days a week. The average enrollment in classes was fifteen. The total number enrolled was 65. Of these thirteen entered the school for the first time, the others were continuing their studies with a view to earlier graduation, or to lighten their work in the regular session. Attendance was better than in the regular session and the ratio of failures and conditions lower. The experiment was regarded as a success and the session should be continued.

The Legal Aid Society of the school dealt with fifty-two cases during the year. Of these four cases were before the courts, and advisory opinions were given in others. Relief was secured in a considerable number of cases. The students take great interest in the work and derive valuable experience from it.

The Employment Bureau organized at the beginning of the year received thirty-four applications for help of various kinds. Positions were sought by 31 out-of-town and 20 local students or prospective students. It was found impossible to secure positions for those who are not in the city. Of the local applicants five were placed in positions through the Bureau. The result justifies the effort and the service will become more useful as it becomes better known.

Attention was called in previous reports to the need of a building for the Law School. The library facilities are inadequate, the class rooms are too few, and not adapted to the work of the school. The money paid as rent is needed for internal development. More instructors are needed both for undergraduate and post-graduate instruction. The Capital City is most attractive for students of law. Nearly 10 per cent of the students of law in the schools of the United States are in the law schools of this city. The number will increase as there is developed here a school with adequate equipment, the best instruction and standards. This school has already a large enrollment of excellent students. Its possibilities are unlimited. The school is delighted that an effort is being made to secure a building. It appeals to all alumni who have enjoyed the opportunity the school offers, to those interested in the men and women who are striving for a thorough legal education, and to all who would have legal education serve public ends, to assist in the undertaking.

Respectfully,

E. FRASER,
Dean.

